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AUTHOR McAninch, Amy Raths
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ABSTRACT

This book provides reasons for the use of the case method in teacher education and argues that decisions about teacher preparation must be grounded in an understanding of how teachers learn, what they see as sources of teaching knowledge, and how their workplaces influence what and how they will continue to learn. If case studies are to support reflective practice, they must help teachers see the value of systematic investigations and theory. The volume's six chapters are introduced in a foreword by Robert Floden. The first chapter summarizes the literature, highlighting the practical orientation of teachers' thinking. The concept of clinical mentality is used to describe the consciousness of teachers generally. In chapter 2, it is shown how the "feminization" of teaching sets teacher education apart from other professional studies. The third chapter demonstrates that clinical consciousness inhibits improvement, even though it is a functional response to the immediate demands of practice. Chapter 4 shows why the case study approaches, dominant in other professions, are not well suited to teacher education. It is argued that, for teacher education, the approach must link theory and practice in a way that will promote connected understanding. Chapter 5 lays out a case study approach that does fit with the goals and students of teacher education. The argument uses ideas from Joseph Schwab to indicate what cases should be like and how they should be used. The final chapter provides some concrete examples--cases of case teaching--to show the connection of theory and practice in teacher education. (Contains approximately 180 references.) (LL)

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